



With support the Young STEM Leader should explore:

- what makes a learning experience inspirational

The Young STEM Leader should be able to:

- **provide a definition of inspiration;**
 - Discuss what it is to be inspired or use own words to describe inspiration
- **research an inspirational person, people, event or development in STEM;**
 - State facts/features of your chosen person, people, event or development that you find inspirational



Complete all of the sections below to gain your **Second Level Inspire badge or certificate**.

Inspiration is:

somebody that has overcome something
someone who influences others

4.1

I have researched an Inspirational *(circle your choice)*

person group of people event development

In STEM

4.2

My research:

Benjamin Franklin helped create electricity. Benjamin had one the greatest scientific minds of all time. He was interested in many areas of science, made many discoveries, and invented many things, including bifocal glasses.

4.3



With support the Young STEM Leader should explore:

- how to plan and create safe learning experiences and minimise risks;
- how to organise resources;
- how to structure an activity, event or interaction with appropriate steps that demonstrate opportunities, pathways and futures in STEM;

The Young STEM Leader should be able to:

- **provide a description of each activity the Young STEM Leader will lead including:**
 - The desired audience
 - The aim of the activity, event or interaction
 - Appropriate and effective use of resources
 - Success criteria
 - The opportunities, pathways and/or futures in STEM they will link to or share with their audience;

My activity, event or interaction:

3.1

Date	
Duration	
Audience	
Aim	
Resources	
Opportunities, pathways and futures that will be shared	
Description	
Success Criteria	

Linked Learning for Sustainability themes:

Skills for work

3.2

Kerri's evidence for YSL3 Create

Safety

3.4

What I will do to keep everyone safe:

Hazard	Who is at risk?	How likely is the risk? Low, medium or high	Actions to stay safe
Paper cuts	P3s making paper planes	Medium	Tell them to be careful when using paper

Additional evidence

STEM club
poster.jpg

I can use my knowledge of lift to help design paper planes

P3 STEM CLUB

Tuesday 26th September, 3-4pm
Mr Menzies classroom
For any P3s at Ormiston Primary

Learn about how planes fly and what it means to be a pilot.
You will need to bring:

- Paper
- Scissors

Kerri's evidence for YSL3 Create



With support the Young STEM Leader should explore:

- successful collaborative working;
- the skills, qualities and behaviours of a good leader;
- how to promote equality, equity and inclusion through leadership and collaborative working;
- how leadership links with being a positive role model;

The Young STEM Leader should be able to:

- **Research successful teams in STEM and elsewhere;**
 - Factors contributing to their success
 - How they dealt with challenges or initial failure
 - Examples of effective team working
 - Effective leadership in teams
- **describe the leadership skills, qualities or behaviours that they aim to demonstrate in their STEM activity, event or interaction, making sure to promote equality, equity and inclusion;**

Effective collaboration

Think of teams or groups who have achieved success in STEM and other settings.

5.1

Describe the team and their goal:

My school hockey team aims to win the district cup every year.



Being a positive role model

How I will demonstrate leadership skills, qualities and behaviours:

5.2

1. Communication - I will make sure that all of my instructions are clear.
2. Awareness - I will make sure everyone understands the instructions by visiting each group during the experiment.

Teamwork skills I will demonstrate:

Respect - I will respect my team members by giving everyone a fair chance to present their own part of the activity.

5.3

Equity

How I will demonstrate equity:

By treating everyone fairly



Equality

How I will demonstrate equality:

By treating everyone fairly



Inclusion

How I will demonstrate inclusion:

By treating everyone fairly



5.4

Once you have completed an activity, event or interaction, complete the feedback section 7.0.